

TO: Members of the Higher Education Committee

SUBMITTED BY: Mary Beth McNulty, Vermont Department of Education ROPA Consultant

ITEM FOR ACTION: Report of the Full Program Review Team:
Castleton State College

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators vote to accept the findings of the Review Team and grant approval in accordance with the team's recommendations.

MOTION:

I, _____, move that the VSBPE accept the findings of the Review Team and approve the following actions:

Full approval to the following undergraduate educator preparation programs:

Physical Education (K-12)

Music (K-12)

Full approval to the following graduate educator preparation programs:

Principal (K-12)

Director of Special Education (K-12)

Two-Year conditional approval to the following post-baccalaureate educator preparation program:

Special Educator (K-8, 7-21, K-21)

Two-Year conditional approval to the following graduate educator preparation program:

Consulting Teacher (K-21)

Approval for these programs is contingent upon a favorable review of both a one-year and a two-year report addressing noted stipulations and areas indicated as "concerns" in the team's report, as well as compliance with state standards and any conditions specified by the Vermont Standards Board.

BACKGROUND INFORMATION:

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the undergraduate teacher preparation programs at Castleton State College, Castleton, Vermont. The on-site visit occurred November 1-3, 2009.

Members of the Review Team were: **Susan Yesalonia**, Physical Education Licensure Program, Norwich University; **Tony Pietricola**, retired music educator; **Susan Jensen**, teacher, Barnet Elementary School, VSBPE Member; and **Steve Hauke**, special educator, John F. Kennedy Middle School. The team was chaired by **Ellen Barber**, Chair of the Education Department, Massachusetts College of Liberal Arts. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

STAFF AVAILABLE: Mary Beth McNulty, ROPA Education Consultant and Marilyn Richardson, Higher Education Liaison.

**Report of the Full Program Review Team
Castleton State College,
Castleton, Vermont
November 1-3, 2009**

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the undergraduate teacher preparation programs at Castleton State College, Castleton, Vermont. The on-site visit occurred November 1-3, 2009. Members of the Review Team were: **Susan Yesalonia**, Physical Education Licensure Program, Norwich University; **Tony Pietricola**, retired music educator; **Susan Jensen**, teacher, Barnet Elementary School, VSBPE Member; and **Steve Hauke**, special educator, John F. Kennedy Middle School. The team was chaired by **Ellen Barber**, Chair of the Education Department, Massachusetts College of Liberal Arts. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

The ROPA Review Team wishes to thank Castleton State College for the generous hospitality extended to us during our time on campus. The visit schedule formulated by the college allowed the Team multiple opportunities to gather the information necessary to complete a comprehensive review. The Team found that the institution has a core of strong faculty members who care about producing teachers who will do well in their field. The Team also understands that the physical education and music education programs have recently undergone extensive revisions to their programs whereas special education has not begun this process and that there are plans to do so.

The Team reviewed Castleton State College's Institutional Portfolios (IP) for each of the four programs to be reviewed, candidates' electronic and paper Level I Licensure Portfolios, and electronic and hard copies of documents supplied by the College in the evidence room. The Team gathered additional information from phone and in-person interviews with college faculty members and administrators, K-12 teachers, K-12 principals, and current and former program candidates. Additionally, the Team observed candidates and cooperating teachers in their field placements.

After analyzing these findings, the Team makes the following recommendations to the Vermont Standards Board for Professional Educators:

Program	Approval Recommended	Stipulation
Physical Education (K-12) <i>Undergraduate</i>	Full Approval	
Music (K-12) <i>Undergraduate</i>	Full Approval	

Special Educator (K-8, 7-21, K-21) <i>Post-Baccalaureate</i>	Two-Year Conditional Approval	In a Two-Year Report, document that the post-baccalaureate special education program is viable and that there is a system in place to assure that candidates are meeting the knowledge, skills and dispositions requirements of the endorsement.
Consulting Teacher (K-21) <i>Graduate</i>	Two-Year Conditional Approval	In a Two-Year Report, document that the graduate special education program is viable and that there is a system in place to assure that candidates are meeting the knowledge, skills and dispositions requirements of the endorsement.
Principal (K-12) <i>Graduate</i>	Full Approval	
Director of Special Education (K-12) <i>Graduate</i>	Full Approval	

Institution Stipulation: In a One-Year Report, document a system to collect data and measure progress addressing concerns of ROPA Review Teams as part of the creation of a comprehensive system for engaging in ongoing self- assessment in relation to each of the ROPA standards.

ROPA Program Approval Standards

(Options: Meets Standards= MS, Approaching Standard= AS, Emergent= E, No Evidence= NE)

Standard	Title	Rating
I	Opportunities for Standards-based Preparation	AS
II	Collaboration with Pre-K-12 Schools	AS
III	System of Assessment	AS
IV	Candidate Knowledge, Skills and Dispositions	AS
V	Commitment to Diversity	AS
VI	Resources	AS
VII	Institutional and Program Renewal	E

In the following report, the programs were reviewed in relation to the most recent Vermont endorsements with their relevant competencies and instructional levels. The findings are presented largely by individual programs through standards one, two, three, and four, and then by division, or holistically, as is most appropriate for standards five, six, and seven.

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STANDARD I: Standards-Based Preparation

Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
1.01	Programs assure that candidates acquire content-rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	<p>Undergraduate Candidates:</p> <ul style="list-style-type: none"> • Candidates must pass both Praxis I and II. • There are 40 credits of general education requirements detailed in the college catalogue. • Cooperating teachers report that candidates are well-prepared in the liberal arts. • Music candidates must have 104 credits, 56 for music content and performance, 48 for music education. Faculty indicate that they would like candidates to have more credits in the liberals arts. <p>Special Education:</p> <ul style="list-style-type: none"> • The majority of candidates already possess an initial teaching license. • Candidates without a license who go through the ACT II program can then apply for admission to an add-on program that can result in a candidate earning a Master's Degree in special education. ACT II candidates would be assessed for their liberal arts background upon entry into that program. • There is no entrance checklist that documents that candidates are assessed for their liberal arts degree for special education. NOTE: Special educators need a major in a content area if they intend on being the teacher of record at the secondary level. <p>Woodruff:</p> <ul style="list-style-type: none"> • All candidates undergo a transcript review and must possess a BA or BS, an initial teaching license, and a minimum of three years of teaching experience. • A review of candidate files revealed a comprehensive analysis of entrance requirements including: letters of recommendation, forms listing predispositions for graduate work and leadership, letters of application including some comments on ISLLC standards, and transcripts. 	MS

		<ul style="list-style-type: none"> Candidates who apply for the endorsement in Director of Special Education must hold an initial license in special education. 	
1.02	Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s)	<p>Undergraduate:</p> <ul style="list-style-type: none"> Music candidates develop in-depth content and pedagogical knowledge for grades K-12, though they are not assured of knowledge of preK instruction. Interviews, portfolios, and course syllabi support that physical education candidates carefully document their own meeting of the endorsement requirements. <p>Special Education:</p> <ul style="list-style-type: none"> A review of syllabi for each course confirms that the standards listed on the curricular map are addressed in the courses. Measurable outcomes, however, were less clear with the exception of EDU6331, Assessment for SPED 2, and EDU 5150, Survey of Exceptional Children. There is no system in place to assure that candidates develop in-depth content and pedagogical knowledge. <p>Woodruff:</p> <ul style="list-style-type: none"> Using ISLLC standards as an organizing framework, Woodruff candidates complete a portfolio that includes their reflections on those standards. Candidates work with one mentor throughout a two-year cycle of an on-site internship and share evaluations of standards met after approximately 200 of 400 hours are completed, according to the intern supervisor. All candidates must maintain a 3.0 GPA in coursework that is based on ISLLC standards. While there is much feedback and discussion that could provide ample evidence that all candidates develop in-depth content and pedagogical knowledge in the ISLLC standards, there is no system in place that ensures this development has been achieved. 	AS
1.03	Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to create equitable learning experiences	<p>Music Education:</p> <ul style="list-style-type: none"> Candidates take a required course in child development. Candidates also learn about the Gordon method, one of many approaches to children learning music that has a strong child development component. Pre-K coursework is in its beginning stages in the music program. 	MS

	that are responsive to all students' intellectual, social, physical and emotional development.	<ul style="list-style-type: none"> • Candidates' lessons address students with special needs. <p>Physical Education:</p> <ul style="list-style-type: none"> • The physical education curriculum map identifies several courses that teach candidates how children develop and learn as individuals and emphasizes creating equitable learning environments. These primarily include PED 2410, 2420, 3070, 3110, and 3140. • Psychology coursework further supports candidates' knowledge of development. <p>Special Education:</p> <ul style="list-style-type: none"> • Candidates are expected to have taken a psychology course in child and adolescent development prior to being in the program. <p>Woodruff:</p> <ul style="list-style-type: none"> • Syllabi suggest that special education discussions occur in many dialogues. • Candidates are required to have completed at least three years of teaching. • Two graduates expressed some concern that they did not have "practical" experience in working with IEP's and resources in the building. 	
1.04	Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).	<p>Music Education:</p> <ul style="list-style-type: none"> • The music faculty has "taken over" the education department requirements. Candidates learn both standard technology skills (such as: Word, Excel, Power Point, and Photoshop) and ones that are music specific. • Program faculty have negotiated for better technological support for the candidates. One example of this is the new piano lab. • Courses in music technology are being upgraded, as needed. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates learn to use FITNESSGRAM in AHS 2150 and IMovies to analyze their teaching in PED 3070, 3140, and during the student teaching experience. • In kinesiology, DART FISH is incorporated into classes. • In PED 4871, 4872 and 4720 the Level I Licensure 	AS

		<p>portfolio is electronically finalized during student teaching and during the Seminar in Teaching PE.</p> <p>Special Education:</p> <ul style="list-style-type: none"> • Candidates are introduced to assistive technology and related software through guest speakers. • An employer indicates that one graduate's understanding of technology and how to use it to help accommodate different needs in the classroom was a recognizable strength. • The one portfolio reviewed was electronic. • Candidates' work samples included one electronic PowerPoint presentation, and a hard copy of another. • The special education faculty reported that all candidates can use SmartBoards. <p>Woodruff:</p> <ul style="list-style-type: none"> • While assignments relevant to technology are listed on syllabi and candidates use Blackboard as well as other digital delivery systems, there was limited evidence of candidates' actual skills related to technology. • A digital portfolio is now required of all candidates. The portfolios presented, however, were extremely difficult to navigate as they required reviewers to scroll through numerous pages and did not showcase candidates' technological skills. • According to the director, candidates have demanded face to face meetings rather than through Blackboard/other delivery models. This may indicate candidates' discomfort with technology or that the program has not fully developed an effective delivery model using technology. 	
1.05	<p>Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for</i></p>	<ul style="list-style-type: none"> • There is limited evidence across programs that candidates have knowledge of meeting the needs of English Language Learners or the skills to apply this knowledge. <p>Music:</p> <ul style="list-style-type: none"> • The Student Teacher Handbook has been revised over the past few years to reflect a more rigorous adherence to standards. • Cooperating teachers say candidates know how to plan instruction. • There is scant reference to the Grade Expectations in Music Department handbooks, however, in practice 	AS

<p><i>Schooling, the 16 Principles for Vermont Educators, the Vermont Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.</i></p>	<p>the GEs are cross referenced with the national standards and included in lesson planning.</p> <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates learn how to plan curriculum, instruction, and assessment activities and how to structure positive learning environments that align with Standards for Vermont Educators and the Vermont Framework during PED 2410, 2420, 3070, and 3140, methods courses in physical education. • Unit and lesson planning skills are taught in PED 3070 and 3140, Elementary and Secondary Methods of Teaching PE. In addition, candidates teach one episode during practicum experiences associated with these two courses that is video-taped and critiqued. <p>Special Education:</p> <ul style="list-style-type: none"> • A review of course syllabi show that the courses have a large focus on curriculum instruction and assessment. Most courses also reference the endorsement requirements. • Two candidates interviewed indicated that they were most prepared in the area of curriculum. They shared that the depth in which they explored different disabilities and methods to adapt instruction while supporting the school curriculum left them feeling confident upon entering the field. • Syllabi for EDU 6220, Special Education Law; EDU 5158, Behavioral Challenges; and EDU 6463, Collaboration in Special Education; use standards based goals as a course requirement. • With the exception of the one portfolio reviewed, candidate work samples made no reference to the VT standards. There is also minimal mention of the VT Framework or Grade Expectations. • The process for assuring and documenting that candidates have acquired the necessary skills for the endorsement is unclear. • There is no evidence of candidates' development of IEP's, 3-year evaluations, transition plans, or other such essential skills. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates provide a written document for their "Mediated Achievement Plan" (MAP) that guides their internships. The intern supervisor monitors 	
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		<p>progress on the plan by reading and responding to reflective letters.</p> <ul style="list-style-type: none"> • At the halfway point in the two-year internship, mentors and interns compare assessments based on ISLLC standards. Discussion during dialogues, according to graduates of the program, includes reflection on planning processes. Mentors also meet and discuss progress on the MAPs of their mentees. • Mentors praise the program and interns for the ability to plan for all students and those who hire WI graduates agree that they are well prepared for this planning. • The final presentation of candidates does not fully document candidates' meeting of the ISSLC standards. 	
1.06	Programs assure that candidates develop as reflective practitioners and plan for professional growth.	<p>Music Education:</p> <ul style="list-style-type: none"> • There is an emphasis throughout candidates' four years at CSC on student self-assessment. • Candidates participate in juries from their freshman year on. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates start developing as reflective practitioners in PED 1150 during the freshman year and continue development through PED 2420, 2410, 3070, 3140 and through student teaching and the completion of the Level I Licensure Portfolio. <p>Special Education:</p> <ul style="list-style-type: none"> • Candidate work samples include reflections on readings and methods. • Candidates' practicum experiences are developed through reflection on what they have learned and individual interests and need. <p>Woodruff:</p> <ul style="list-style-type: none"> • As noted in the Institutional Portfolio: "this program is compulsively reflective from the application through the exhibition." • Feedback in the form of "corrected reflective response" was included in the Institutional Portfolio. 	MS
1.07	Programs assure that candidates understand and maintain standards of professional	<ul style="list-style-type: none"> • There is limited evidence of intentional instruction in legal and ethical practices at the undergraduate level. <p>Music:</p> <ul style="list-style-type: none"> • Student teachers take an oath of allegiance to 	AS

	conduct guided by legal and ethical principles.	<p>professional and ethical standards and principles.</p> <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates have a clear understanding and appreciation of and demonstrate high standards for professional conduct. • The student handbook and course syllabi include statements of expected dispositions. <p>Special Education:</p> <ul style="list-style-type: none"> • The syllabi for EDU 6220, Special Education Law, and EDU 6463, Collaboration in Special Education, lists understanding of federal and state education laws and regulations as a standard addressed. • Fape is addressed in Education Law. • Candidates report that they were very prepared for working with families and employers report that candidates are well prepared and highly professional upon entering the field. • Interviews with administrators who have placed interns in their schools and hired candidates report that candidates are well versed in special education law, methods, and process. They are impressed by their professionalism and report that they represent CSC well. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates write extensively about legal and ethical dilemmas as evidenced in nine portfolios reviewed. • Interviews with mentors revealed that conversations around legal and ethical issues were typical during meetings that occurred three times per semester. • The approach to this standard is intentional in dialogues, reflection letters, feedback and mentor discussions. • Professional conduct is expected, according to graduates, mentors, and the intern supervisor. 	
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Commendations	<ol style="list-style-type: none"> 1. Candidates across programs are reflective and committed to improving their practice. 2. Physical education candidates demonstrate superior professional conduct in the field. 3. The MAP planning process in the Woodruff program is commendable as are the program's requirements, supports and evidence around reflection and reflective practice.
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Concerns	<ol style="list-style-type: none"> 1. There is limited evidence that the Grade Expectations (GE's) are used in the graduate special education programs. 2. There is no system to document that candidates seeking an additional endorsement in special education or consulting teacher meet the endorsement requirements. For example, there is no evidence of candidates' development of IEP's, 3-year evaluations, transition plans, or other such essential skills 3. There is an inconsistent system for continual assessment of candidates' knowledge, skills, dispositions and performances in the post-baccalaureate and graduate special education programs. 4. The complete music endorsement requires candidates to address the pre-K. There is no evidence of specific coursework or experiences to assure that candidates are prepared to address this level. 5. The Woodruff program does not formally document their candidates' meeting of the ISLLC standards. 6. There is limited evidence across programs that candidates have knowledge of meeting the needs of English Language Learners or the skills to apply this knowledge.
Considerations for Further Program Development	<p>Woodruff:</p> <ul style="list-style-type: none"> • Consider adding level of experience to the Woodruff acceptance process so that all students are prepared to provide leadership in K-12 by the end of the program. • Candidates and mentors might create mid-term and final evaluations that list all standards and require scoring. The existing self evaluation list might be used for this and then serve as evidence to be placed on file. The advisory committee might consider adding on-site coaches to the "team"; coaches might also complete the form. • Candidates might benefit by having more experiences focused on the role of special education directors. • Consider developing on-line options and delivery systems that incorporate technology. • Principals and superintendents both might "sign off" on the candidates' experience to avoid the problem of candidates beginning an internship and then losing local support. <p>Music Education:</p> <ul style="list-style-type: none"> • Music faculty might consider updating instruction in software that teachers in the public schools are using for curriculum development and mapping. This would help music teachers more quickly integrate into the mainstream of teaching techniques and resources, especially when it comes to curriculum mapping. <p>Special Education:</p> <ul style="list-style-type: none"> • Consider rewriting special education course syllabi in a format similar to that used for EDU 6331 and EDU 5150 to better reflect

	<p>course objectives and measurable outcomes.</p> <ul style="list-style-type: none">• Consider developing an exit process and checklist to chart and track a special education candidate's skills to greatly improve the program's accountability for skills acquired.• The development of a special education portfolio process similar to that used by level I students to document work in essential skill areas could assist candidates and advisors in identifying strengths and weaknesses that would be beneficial in developing meaningful practicum experiences.
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STANDARD II: Collaboration with Pre-K-12 Schools

The program and its PreK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, PreK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
2.01	Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.	<p>Music:</p> <ul style="list-style-type: none"> Field experiences begin early in a candidate's tenure at CSC. Cooperating teachers report that even candidates acting as observers promote the value of music education with students in schools. It is noteworthy that cooperating teachers agree with music faculty that there is a mutually beneficial relationship between the college and the field. <p>Physical Education:</p> <ul style="list-style-type: none"> There is ample evidence of contracts establishing relationships between CSC and schools for field experiences. Candidate and mentor teacher conversations indicate the PE program has established respectful, collaborative and mutually beneficial relationships with many schools within about a one hour radius of the campus. For example, at West Rutland, CSC PE students support the management of the Special Olympic Unified Soccer Tournament. CSC PE students also fulfill coaching roles in the Castleton community and surrounding areas. <p>Special Education:</p> <ul style="list-style-type: none"> One candidate developed a course at CSC and then offered it in the school she was placed. According to one special education director and the intern supervisor the special education program supports the "grow your 	MS

		<p>own” momentum in schools today.</p> <p>Woodruff:</p> <ul style="list-style-type: none"> • Upon admission, candidates provide a signed “internship form” indicating on-site support for a two year internship. While “lead administrators” do currently sign the internship agreement, they do not clearly participate in any systematic way after that initial sign off. • According to two graduates, there have been consistently strong relationships with on-site administrators. • Based on portfolio entries and mentor interviews, on-site administrators are seldom involved once the MAP is underway. Some portfolio summaries suggest negative opinions of current administrators while praising support from WI. • According to one special education director and the intern supervisor the program supports the “grow your own” momentum in schools today. 	
2.02	<p>The programs and their school partners work collaboratively using a systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.</p>	<p>Music:</p> <ul style="list-style-type: none"> • There is a longstanding, collaborative and collegial relationship between CSC faculty and their cooperating teachers. • There is a good balance of evaluation between these two groups. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates receive mentor evaluations considering their conduct during field experiences. • Mentor teachers report strong communication and collaboration with the PETE Program Coordinator. • Mentors do not allow student teachers and practicum candidates to work at a school. • Beginning teachers must acquire three years of experience before they can supervise practicum or student teaching candidates. <p>Special Education:</p> <ul style="list-style-type: none"> • Administrators report positive experiences with candidates in field experiences but indicate that there is no formal system to 	AS

		<p>ensure high-quality learning opportunities for candidates.</p> <ul style="list-style-type: none"> • Most practica are determined based on where the teacher is teaching. • A survey of mentors has been developed but has not been used. • There was no evidence of contracts detailing field experiences. • There is no handbook to guide candidates or field mentors in their work in the field. <p>Woodruff:</p> <ul style="list-style-type: none"> • On site administrators seem to be consistently involved in the design of the MAP, sometimes involved in implementation, and never involved in evaluation of interns, according to mentors, interns, the intern supervisor and the director. • There does not seem to be a system for providing intern experiences for both principal and director of special education in the case that a candidate seeks both endorsements. The MAP may be confining for these candidates. 	
2.03	<p>Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge, in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<p>Music:</p> <ul style="list-style-type: none"> • Field experiences begin early with purposefully integrated understanding of standards. • Candidates begin with observation and move to full teaching situations at the developmentally appropriate time. • Candidates expressed a strong desire to have more opportunities to teach during the practicum experiences. One mentor teacher felt the same, stating candidates could do more spontaneous teaching as well as their planned teaching episode. <p>Physical Education:</p> <ul style="list-style-type: none"> • As candidates move through the curriculum these field experiences continue in a sequential manner. • Candidates start observations in PED 1150, Foundations of PE, for 10 hours. • In PED 2420, Curriculum and Instruction in 	AS

		<p>PE, candidates complete 30 hours of observation/practicum.</p> <ul style="list-style-type: none"> • Candidates complete 25 hours in both PED 3070, Methods of Teaching Elementary PE, and 3140, Methods of Teaching Secondary PE. • Records of mentor evaluations of practicum experiences are maintained by the Program Coordinator. • Reflection journals are maintained for PED 3070 and 3140 and included as evidence in Entry 1 of the Level I Portfolio. <p>Special Education:</p> <ul style="list-style-type: none"> • Syllabi indicate that field experiences are provided as a part of several courses. • There were no guidelines for field experiences and/or expected outcomes. <p>Woodruff:</p> <ul style="list-style-type: none"> • The institutional portfolio indicates that candidates complete one field experience with increasing and sequenced expectations. • Each MAP is individualized for candidates, and the mentors work individually to move each candidate as they develop their skills, increase their knowledge base and cultivate their dispositions. 	
2.04	Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.	<p>Music:</p> <ul style="list-style-type: none"> • Candidates have limited experience with racially diverse population though other diverse populations are represented. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates participate in a variety of practicum experiences in K-12 schools in rural and urban settings with students from multiple socio-economic situations. • Candidates work with many teachers who incorporate various teaching styles and learners of multiple abilities. • The program is in the planning stages for a 1-credit course that will bring candidates to New York City to observe/assist in more diverse environments. 	MS

		<p>Special Education:</p> <ul style="list-style-type: none"> Field experiences provide students with exposure to a wide range of disabilities, and social economical diversity, but do not always include racial and ethnic diversity. One graduate reported that her exposure to a more racially diverse population was used as a springboard to class discussion that brought a greater level of understanding to those with less exposure. Other graduates indicate that they felt the program is strong in that candidates learn from each other's experience. <p>Woodruff:</p> <ul style="list-style-type: none"> There are purposeful connections within cohorts as candidates share experiences via email and dialogues in multiple school settings. Candidates observe for at least 32 hours in schools other than their own. Internship sites are typically in Vermont, Northern MA and Eastern NY where there is socio-economic and gender diversity but less racial, ethnic and religious diversity than is typical of southern New England sites. 	
2.05	Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.	<p>Music:</p> <ul style="list-style-type: none"> The program provides placements that afford candidates access to the full K – 12 experience, and that include work in general, choral and instrumental music. Candidates do not get pre –K experiences. <p>Physical Education:</p> <ul style="list-style-type: none"> Candidates complete a 15-week, K-12 student teaching experience. <p>Special Education:</p> <ul style="list-style-type: none"> Course syllabi indicate that candidates are required to participate in field experiences as part of the Learning and Attention Differences course and in the Cognitive and Emotional Disabilities course. Interviews with prior candidates indicate that they had several field experiences, but they did not always stretch across grade levels. 	MS

		<ul style="list-style-type: none"> • Candidates' practicum experiences are individually developed and are often completed within their present work environment. • There is no clear tracking system to assure that candidates for consulting teacher meet the diversity and appropriate level requirements. • There are not clear outcomes for special education field experiences. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates are required to complete at least 32 hours outside of their own level. • There is no system at this time that ensures K-12 coverage. Opportunities exist and are accessed often, according to the supervisor and one graduate, but there is not enough evidence to support the consistency of this indicator. 	
2.06	<p>Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<p>Music:</p> <ul style="list-style-type: none"> • There is a longstanding, collaborative and collegial relationship between CSC faculty and cooperating teachers. <p>Physical Education:</p> <ul style="list-style-type: none"> • The program coordinator is continually working to find quality field sites and mentors that support and model effective practices for core pedagogical courses that require field experiences. • The program coordinator has established long-standing relationships with many of these schools. • Candidate interviews indicated their field experiences were very beneficial to their development. Mentor teachers are positive role models who provided quality guidance while allowing candidates the opportunity to observe, teach and lead in their classrooms. <p>Special Education:</p> <ul style="list-style-type: none"> • Many candidates complete practica while continuing their present jobs. Guidelines for such placements are unclear. 	AS

		<p>Woodruff:</p> <ul style="list-style-type: none"> • A list of qualifications has been developed by which the director evaluates mentors who have appropriate experience and exemplify dispositions as reflected in ISLLC standards. • There is no comprehensive handbook that captures all expectations, policies and requirements for selecting and supporting mentors. 	
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Commendations	<ol style="list-style-type: none"> 1. Physical education candidates begin field work within their first year of the program. Their 80+ hours in classrooms before beginning the final student teaching practicum assure that candidates develop the skills to integrate content, pedagogical knowledge, and the full range of professional and general knowledge. 2. There is a longstanding, collaborative and collegial relationship between CSC music faculty and cooperating teachers.
Concerns	<ol style="list-style-type: none"> 1. There is limited evidence that special education candidates seeking an additional endorsement complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge. 2. There are not clear outcomes for special education field experiences. 3. There is no evidence of a formal system to design, implement and evaluate field experiences to ensure high-quality learning for candidates in special education. 4. There is no candidate handbook in the post baccalaureate/ graduate special education programs. 5. There is no consistent system to design, implement and evaluate field experiences to ensure high-quality learning for Woodruff candidates.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Special education candidates would benefit from a handbook similar to that used by the undergraduate programs spelling out candidate and mentor teachers roles and responsibilities, program and endorsement requirements, and other pertinent policies or procedures. • Consider using Skype or an alternative to view a lesson being taught and then have a 3- way conversation between candidate, mentor, and advisor across programs.

STANDARD III: System of Assessment

The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure meet the standards of performance for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
3.01	Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	<p>Music Education:</p> <ul style="list-style-type: none"> • The program requires a 3.0 to student teach. • There are established criteria, including an audition, in place for entering students. • Handbooks clarify graduation requirements. <p>Physical Education:</p> <ul style="list-style-type: none"> • The PE Major Handbook and the Student Teaching Handbook provide criteria and guide the candidate through the licensure track program, the student teaching experience, and steps to obtain licensure. <p>Special Education:</p> <ul style="list-style-type: none"> • The program has a flow chart mapping out requirements for candidates entering with different experiences. • Staff interviews report that a 5 person graduate review team reviews transcripts and personal experience to map out each individual's course of study. • One candidate reported that she was upset that she was required to take a development class that she felt she had already taken, then reflected on how much she grew and learned from the class. • The multiple entry levels into the program can complicate the field placement process. Policies guiding this work are unclear. <p>Woodruff:</p> <ul style="list-style-type: none"> • Entrance criteria are clear. • The final project (Exhibition) standards are not clearly linked to ISLLC standards. • The Woodruff transcript review process (or 	MS

		interview) does not include an assessment of grade level experience so that the prospective leader can be advised regarding hours off-site for observation and participation leading to the K-12 endorsement.	
3.02	Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards for Vermont Educators</i> : <i>A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements, and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.	<p>Music Education:</p> <ul style="list-style-type: none"> • Candidates are continuously assessed. • Rubrics have not been revised recently and do not include sufficient descriptors. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates' end of sophomore year, or semester 4, marks the end of <i>Gateway I</i>. At this time, candidates apply for acceptance into <i>Gateway 2</i>, the licensure track. • <i>Gateway 2</i> includes pedagogical course work specific to learning to teach physical education. • After the seventh semester, candidates interview with the PETE program coordinator and complete an application for student teaching. • Mentor teachers provide candidates with formal written feedback about their development and progress as beginning teachers. <p>Special Education:</p> <ul style="list-style-type: none"> • Available work samples do not show evidence of a system for assessment of candidates. • Work samples reviewed were not graded and did not include feedback. • Evidence of work samples exhibiting knowledge in essential skill areas were not present. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates must maintain a 3.0 GPA in courses based on ISLLC standards. • Feedback from the intern supervisor and consistent meetings with mentors provide constant feedback to candidates. 	AS
3.03	Programs provide a comprehensive system for	<p>Music Education:</p> <ul style="list-style-type: none"> • Program faculty are unaware of the revised 	AS

	<p>the development and evaluation of the Level I Licensure Portfolio.</p>	<p>Level I Licensure Portfolio.</p> <ul style="list-style-type: none"> • Faculty are not using the state required rubrics when evaluating portfolios. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates start developing their e-portfolio during pedagogical classes prior to student teaching and must receive a passing grade in order to be accepted into student teaching. • There is no evidence that two people are reading and evaluating portfolios. The PETE Program Coordinator is working to solve this problem. <p>Special Education:</p> <ul style="list-style-type: none"> • One portfolio was made available for review. The portfolio was done under the old guidelines and was not scored. Evidence of the development process was unclear. • One of the class syllabi indicated that understanding of the components and development of the new portfolio process will be addressed in that class. • Faculty attended a meeting sponsored by the VT DOE to discuss implementing the revised Level I Portfolio in the fall of 2008 and were made aware of adaptations that can be made for the special education portfolio. • Portfolios are currently scored by one person, typically the student teaching supervisor and sometimes by the cooperating teacher. A more formal process of using teachers from the field as second reviewers is being explored. • Feedback on the portfolio is recorded on paper and provided to the candidate. The program does not keep records of rewrites, passes and fails at this time. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates complete a portfolio based on ISLLC standards. • Portfolios are very difficult to navigate as they required a reviewer to scroll through numerous pages (80+) to locate particular information. 	
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3.04	<p>Programs assure that candidates are knowledgeable about the program's assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.</p>	<p>Candidates for initial licensure benefit from the support the College provides for taking the Praxis, as seen in the "Outhouse Gazette."</p> <p>Music Education:</p> <ul style="list-style-type: none"> • Program faculty indicate that they are striving for clarity and upgrading their expectations. • Interviews reflect determination to be fair and non-discriminatory. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates receive oral instruction and several written documents that educate them about the program's assessment system and how it progresses. <p>Special Education:</p> <ul style="list-style-type: none"> • Candidate interviews indicated that they met with their advisors often and regularly assessed their progress including strengths and needs. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates receive the portfolio and exhibition guide two years before due dates. • Related assignments are structured throughout the dialogues. • There is no handbook to help provide maintain consistency and the requisite information to candidates and mentors. 	AS
3.05	<p>Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.</p>	<p>The Dean of Education indicated that Castleton has recently hired someone to conduct surveys for the education programs.</p> <p>Music Education:</p> <ul style="list-style-type: none"> • Due to the faculty's long-standing relationship with the state music association, in-state music graduates are known to them and some have achieved active roles in leadership position in the state organization (e.g. the Vermont Music Educators' Assoc.) • There is no formal tracking system. <p>Physical Education:</p> <ul style="list-style-type: none"> • The alumni association may be tracking this. 	E

		<ul style="list-style-type: none"> • There is no evidence of a formal system to collect information from graduates. • The physical education program coordinator could gather information through the Vermont Association of Health, Physical Education, Recreation, and Dance (VtAHPERD) if CSC graduates teach in Vermont and attend the annual state convention. <p>Special Education:</p> <ul style="list-style-type: none"> • A finisher survey has been created that touches on the candidates' experiences while at CSC as well as the impact it has had on their performance in the field. • At this point in time it is not evident how this survey will be distributed and what will be done with the results of it. <p>Woodruff:</p> <ul style="list-style-type: none"> • Surveys have been developed and sent to one set of employees. • There is an abundance of anecdotal feedback but no evidence of systematic data collection. 	
3.06	Institutions and programs use a formal system to collect information from the graduates' employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.	<p>Physical Education:</p> <ul style="list-style-type: none"> • There was no evidence of formal employer feedback during the first five years. • There is anecdotal data. <p>Special Education:</p> <ul style="list-style-type: none"> • Employers report anecdotally that candidates entering the field are prepared and perform well in the field. • There is no evidence of a survey of graduates' employers. <p>Woodruff:</p> <ul style="list-style-type: none"> • One survey via Survey Monkey was sent to all employers in September of 2009. 14 were collected. • There is no evidence of a formal system of collection of information. 	E

Commendations	<ol style="list-style-type: none"> 1. Portfolio development in PETE and Woodruff is begun early in the program and culminates in a strong portfolio. 2. Woodruff candidates are provided with continual assessments that guide their efforts in developing their leadership skills.
Concerns	<ol style="list-style-type: none"> 1. The special education program provides limited formal assessment of candidate skills to support their individual growth. 2. There are no clear exit requirements for special education candidates seeking an additional endorsement. 3. A portfolio evaluation system has not been formalized for the physical, music, and special education programs. 4. There is no handbook for special education candidates. 5. There is not a clear system to assure inter-rater reliability among faculty in assessing candidate portfolios in music, PETE, and special education. 6. Music program faculty were unaware of the new portfolio and were not using existing state rubrics appropriately. 7. There is not a system for documenting and tracking data in the special education program. 8. The programs do not have a formal system for consistently surveying their graduates and their employers.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider tapping educators from the field to serve as second evaluators of the portfolios in PE, music, and special education. • Special education candidates seeking a second endorsement might benefit from a portfolio similar to that of level I educators. • Special educators' Level I Portfolios might be slightly amended to focus on essential special education skills including but not limited to standards and Grade Expectation based IEP's, three year evaluations, examples of differentiated instruction, etc.

STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
4.01	Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<p>Music:</p> <ul style="list-style-type: none"> • Current portfolios represent a wide range of the candidates' abilities, academic history and work, especially the student teaching experience. • Portfolios are being done with a somewhat modified template / checklist, as opposed to the state rubric. • Portfolios are only reflective of candidates' student teaching experience. <p>Physical Education:</p> <ul style="list-style-type: none"> • Portions of the portfolio are electronic. • Although ROPA rubric evaluations showing the development of the six entries were not provided, the program coordinator did identify where this evidence existed. A Level I Licensure evaluation form of a successful candidate was provided. • The quality of the writing, analysis and reflection was good. • A portfolio that did not pass was presented as evidence. <p>Special Education:</p> <ul style="list-style-type: none"> • Faculty do not consistently keep records of their portfolios. • One portfolio from 2006 for an initial licensure candidate in the post-baccalaureate program was available for review. The portfolio did not include evaluation/feedback from CSC faculty. The candidate who is now teaching at Burr and Burton said that the portfolio was created after she completed the program by pulling together work she had done while student teaching. 	AS

		<p>She felt it would have been helpful for the process to be more developmental. Evaluations by her CSC supervisor were included as part of the portfolio. There was sound evidence of teaching students identified as having special needs at the high school level in this portfolio. The candidate was recommended for licensure at the K-21 level.</p> <p>Woodruff:</p> <ul style="list-style-type: none"> • A review of nine portfolios indicates that candidates reflect in-depth on concepts listed in ISLLC standards. They utilize reflective letters from internship experiences and papers from dialogues (courses). The internship supervisor and course instructor(s) provide extensive feedback in written form. • Woodruff portfolio clearly demonstrates candidates' knowledge of theory. In addition, the MAP project enables candidates to put their theory to practice and to reflect on the results. 	
4.02	<p>Programs use the data gathered through the assessment system(s) to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<p>There is no evidence of an institutional focus on the collection of data to drive program change. The data that is collected is largely anecdotal in nature. The institution did not provide the team with required evidence including: student teaching/internship supervisor's evaluation, student teaching/internship cooperating teacher's evaluation, Title II report, aggregate data from completed surveys from graduates, aggregate data from completed surveys of graduates' employers, data from surveys of candidates in programs, etc.</p> <p>Music Education:</p> <ul style="list-style-type: none"> • Music faculty fairly and rigorously insist that candidates adhere to the standards necessary to guarantee they are prepared in this area. Data from many sources validate this claim. • Authentic and self-assessments are used on a regular basis. • Help is being offered to candidates who may struggle with Praxis exams. 	AS

		<p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates move through several gateways to assure they are qualified to participate in student teaching. • <i>Gateway II</i> requires application as acceptance to student teaching. • Level I Licensure Portfolio Evaluation Forms provides a summary of the how the portfolio is evaluated for endorsement. • Interviews with CSC graduates indicated that they felt well prepared entering the teaching profession. <p>Special Education:</p> <ul style="list-style-type: none"> • There was no evidence of a system for tracking candidates' skills and knowledge. • There is no formal system for collecting data on candidate performance. <p>Woodruff:</p> <ul style="list-style-type: none"> • Candidates are required to maintain a 3.0 GPA. • Feedback is provided at least two times each semester in reflective letters related to internship project(s). Mentors provide feedback to interns and also meet at least twice each semester to share progress reports on interns. • The program relies on grades and written feedback to assure all candidates have the knowledge, skills and dispositions as noted in ISLLC. • Graduates say they felt well prepared and very supported upon completion. One person said that she still calls cohort members after three years. Another commented on the building of relationships and trust that happened over the two years in the program. Words like "excellent" and "awesome" are consistently used in describing this program. • Graduates and mentors alike noted that the program needs more focus on the day to day responsibilities including: building maintenance, union and other political facets and, management. 	
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		<ul style="list-style-type: none"> • Graduates also suggest more work on ELL, more practical information regarding special education (e.g., evaluating IEP's from other districts; understanding what resources are needed; SPED law for all). • Additional suggestions for the program from graduates include: <ul style="list-style-type: none"> • Make the list of "possible tasks" requirements for interns that can be supervised by either the mentor or on-site coach • Make the current optional "mentoring lite" program for first year leaders a requirement. 	
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Commendations	<ol style="list-style-type: none"> 1. The breadth and depth of feedback provided to Woodruff candidates is noteworthy as it allows the program to consistently track candidate growth. 2. Candidates report that the Woodruff mentor meetings are extremely powerful. 3. PETE candidates' use of technology (Imovies) in their portfolios in student teaching and field experience allows candidates to plan lessons, evaluate their teaching, and analyze and reflect in an effective manner.
Concerns	<ol style="list-style-type: none"> 1. There was limited evidence of use of data to assure that special education candidates recommended for an additional endorsement are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators. 2. There was only one portfolio (unevaluated) in special education. 3. There is limited evidence that data is collected and used to improve candidates' knowledge, skills, and disposition in special education 4. There is no evidence of an institutional focus on the collection of data to drive program change. The data that is collected is largely anecdotal in nature.
Considerations for Further Program Development	<ul style="list-style-type: none"> • An electronic portfolio system (such as exists for the undergraduate program) would facilitate faculty consistently keeping records of special education candidates' progress on portfolios and the program's assessment of this work. • Consider incorporating more samples of student work (K-12) and analysis of this work by candidates into the portfolios.

	<ul style="list-style-type: none">• Consider beginning the music portfolio earlier in candidates' program to gain better insight into the candidates' entire CSC experience.• Consider requiring Woodruff candidates to convert existing portfolios to pdf format or adopting another electronic format.• Consider clarifying the roles and responsibilities of the Woodruff Advisory Group.
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STANDARD V: Commitment to Diversity⁴

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity on our world. The program assures that candidates have the knowledge, skills, and disposition to address issues of diversity in the context of teaching and learning.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
5.01	The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.	<ul style="list-style-type: none"> • There is no mention of a commitment to diversity in the school mission statement or in the school catalog, but evidence that staff, graduates, and candidates show positive attitudes towards working with diverse learners is pervasive. • The Change program was developed to ensure gender equity and combat sexual assault, harassment, and homophobia. • Soundings is a two-semester experience required of all undergraduate candidates prior to graduation. It involves CSC students attending a variety of lectures and multi-cultural events and writing responses. • The Student Orientation Staff program, SOS, pairs current students with incoming students and their families to ease the transition into college life and to help the student feel respected, accepted and successful. <p>Music Education:</p> <ul style="list-style-type: none"> • Music candidates complete courses in world music and the overall history of music. Guest lecturers enhance candidates knowledge by giving presentations of first hand knowledge, for example, world drumming. <p>Physical Education:</p> <ul style="list-style-type: none"> • Faculty teach about diverse learners and teaching contexts and guide candidates to learn how to create positive classrooms that support inclusion. <p>Special Education:</p> <ul style="list-style-type: none"> • An interview with a graduate indicates that professors are purposeful in drawing on candidate's individual experiences in their 	MS

		<p>settings in order to increase understanding of issues around diversity.</p> <p>Woodruff:</p> <ul style="list-style-type: none"> Syllabi indicate, and interviews support, that the program provides candidates with the opportunity to discuss issues of diversity. Most candidates and the director cite work with students with special needs and low SES. 	
5.02	The institution and programs recruit, admit, support, and retain students from diverse backgrounds.	<ul style="list-style-type: none"> The institution has hired an International Student Resource Coordinator (starting summer 2009). Some of the goals of this position include recruiting international students, supporting students in arranging semesters abroad, and supporting international students currently at Castleton. The institution currently has a Fulbright Scholar from Nigeria enrolled in the education program. She is able to share her experiences with other students. Castleton successfully recruits across the country and internationally for its sports teams including for the ski team and the tennis team. Castleton offers two renewable \$2500.00 International Student Scholarships per year to help support non- citizens or non-residents of the United States attending the institution Castleton administers a TRIO grant. The student body is 1% non-white. The fact that CSC pulls many of its candidates from Vermont limits the ability to adequately meet this standard. However, attempts to go beyond Vermont are evident. <p>Special Education:</p> <ul style="list-style-type: none"> The program is small in numbers with an apparent focus on furthering the education of local teachers. The limited racial and ethnic diversity of the local population is a barrier to attracting a more diverse population in this program. The program works closely with candidates to stay in their present jobs while furthering 	AS

		<p>their education. An interview with one candidate revealed that she would not have been able to get her certification were it not for CSC's understanding of the socioeconomic needs of their candidates.</p> <p>Woodruff:</p> <ul style="list-style-type: none"> • The director indicates that letters and brochures promoting the program are sent to New York City in an effort to recruit more diverse candidates. • It is understood that this is a challenge and there is evidence that the program is trying to recruit and support future leaders from a variety of backgrounds. 	
5.03	The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	<ul style="list-style-type: none"> • The college has international faculty, including a teacher from Peru who chairs the Spanish department. • Positions are published in Vermont newspapers as well as in associations for psychology, history, music, philosophy, library, modern languages. • There was no evidence of a formal plan to recruit, hire, support, and retain faculty from diverse backgrounds. 	E
5.04	Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.	<ul style="list-style-type: none"> • The needs of English Language Learners are addressed minimally across programs. <p>Music Education:</p> <ul style="list-style-type: none"> • Candidates are required to reflect on diversity issues as it pertains to their lives as part of class assignments, personal dispositions, and in portfolio work. <p>Physical Education:</p> <ul style="list-style-type: none"> • Candidates are required to take Dance, Designs in Fitness, Orienteering and Camping, Adventure Ed. I, Gymnastics, a Racquet sport, and two team sports and individual sport. • Candidates develop a unit for special needs students in every course. • Discussion of diversity is limited to talk of students with special learning needs and socioeconomic diversity. • Interviews with faculty indicate that there is 	AS

		<p>a concern that Vermont culture limits the depth of diversity education needed to teach in a variety of settings.</p> <ul style="list-style-type: none"> The P.E. department is creating a 1-credit course that will take candidates to New York city to observe/assist in more diverse environments <p>Special Education:</p> <ul style="list-style-type: none"> Two graduates indicated that talking and planning for diverse learners was pervasive in their CSC coursework. However, both had experiences that limited them to one school due to their working situations. Syllabi indicate candidates complete extensive work in the area of identifying and exploring diverse learning levels and styles. <p>Woodruff:</p> <ul style="list-style-type: none"> The Director has a strong interest in international schools and diversity. He brings images and ideas from his travels to his classes. There is evidence in syllabi that candidates engage in analysis and reflection of readings and challenges offered by guest speakers around issues of diversity. Most candidates include application and evaluation in their MAPs. Candidates often work in teams within their cohorts and share experiences between rural and more urban settings during their internships. This seems to be intentional with the most recent cohort. 	
5.05	Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	<p>There is minimal evidence that candidates are addressing bullying in their coursework or field experiences. Bullying awareness and prevention do not appear to be addressed across programs.</p> <p>Music Education:</p> <ul style="list-style-type: none"> There is limited evidence that candidates address this explicitly. <p>Physical Education:</p> <ul style="list-style-type: none"> Candidates demonstrate some understanding 	AS

		<p>of discrimination in the classroom.</p> <ul style="list-style-type: none"> • Coursework teaches candidates about creating safe and motivating physical activity environments that fosters student participation. • It is not clear that candidates are addressing steps they would take to respond to discrimination in their classrooms. <p>Special Education:</p> <ul style="list-style-type: none"> • While coursework covers creating a positive, inclusionary class climate, it does not address issues of bullying or other forms of discrimination. <p>Woodruff:</p> <ul style="list-style-type: none"> • There is evidence in syllabi of discussion and assignments related to discrimination in general and some specifically (e.g., projects around the Bill of Rights; “The Gay Teacher”). • There is no evidence that candidates look at more contemporary problems like bullying, including student to student and on line. 	
5.06	Programs assure that candidates create educational climates that encourage respect for self and others, positive social action, and personal health and safety.	<ul style="list-style-type: none"> • Woodruff MAP projects require written plans and reflection in these areas. • The special education portfolio available for review demonstrated the candidate’s ability to create a healthy classroom environment for students with severe needs. • Physical education candidates learn how to create positive and inclusive classroom environments. 	M

Commendations	<ol style="list-style-type: none"> 1. The institution demonstrates its commitment to providing an environment where issues of diversity are explored and addressed through many channels. 2. Castleton has created the position of International Student Resource Coordinator. This position will certainly support the recruitment and support of international students at Castleton.
Concerns	<ol style="list-style-type: none"> 1. There is limited evidence that there is a plan for the institution to recruit, hire, support, and retain faculty from diverse backgrounds.

	<ol style="list-style-type: none"> 2. The programs do not ensure that candidates across programs understand the conditions which may lead to discrimination and how to take proactive steps to address discrimination. 3. Candidates are not assured knowledge of the application of skills related to diversity beyond those applicable to socio-economic status and students with special needs. 4. The needs of English Language Learners are addressed minimally across programs.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Guest lecturers may help fill the void in recruitment and support of diverse faculty in part – e.g. World Drumming workshops. • The Woodruff professors who facilitate key dialogues (i.e., those that seem to have the most significant feedback and reflective writing) and most consistent with the program are male, and most readings listed are contributed by white male authors. While this is not an issue of discrimination, the program director and advisory group(s) may want to consider perspectives offered by other groups. (Please note, there is evidence of female leaders contributing as visiting lecturers and instructors of record in the law courses.) • Investigate online opportunities for candidates to connect with others around the world. Online resources can be used in communicating with candidates from other countries or even from other parts of our country.

STANDARD VI: Resources

The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
6.01	The program is fully accredited by the New England Association of Schools and Colleges (NEASC) or equivalent.	<ul style="list-style-type: none"> The college is fully accredited by NEASC. 	MS
6.02	The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.	<ul style="list-style-type: none"> FACTE is a committee created three years ago to plan, deliver, maintain, and improve quality educator programs. This committee currently oversees graduate work at CSC. A review of minutes of three meetings showed good communication between liberal arts faculty and education faculty at the undergraduate level. FACTE's work with the graduate programs, however, is less clear. There was limited evidence that the Dean of Education coordinates graduate education programs; her work is principally with the new undergraduate programs. The programs within the education department appear to be operating as individual entities. There is limited evidence of a consistent comprehensive plan across education programs to improve overall quality. The Five-Year Plan is a reflection, for example, of programs' independent work and not an institutional structure guiding education programs. There are exemplary practices happening in some programs that aren't necessarily shared with others. Woodruff's practice of candidates observing 32 hours in another placement, for instance, would also benefit candidates in the special education program. The institution does not have a consistent means of communicating with all education programs regarding licensure, policy, or regulation changes. The music program, for instance, was unaware of the revised Level I 	AS

		Licensure Portfolio.	
6.03	The institution provides resources adequate to provide quality experiences that prepare candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<p>Music Education:</p> <ul style="list-style-type: none"> • The Music Institutional Portfolio indicates that the number of candidates enrolled in the program has seen significant growth in the past seven years. • The program has made improvements in its facilities and technology that have enhanced candidate learning • There is only one, part-time, music education pedagogy specialist coordinating, and supervising teacher candidates. The IP notes that a second specialist will be needed soon, as the number of student teachers will increase more than two fold next year. • Both the IP and a walk through the music facilities indicate that “space is at a premium.” Practice rooms, ensemble rehearsal spaces and storage is past capacity, according to faculty, at the program’s current enrollment and usage. This is especially true as this space is shared with other departments. <p>Physical Education:</p> <ul style="list-style-type: none"> • The PE program at CSC is growing. • Currently the PETE program is staffed by one full time tenured faculty, one part time retired faculty, and 30 hired adjuncts who are shared with the health program. • The Program Coordinator teaches the six core PETE pedagogical content courses, supervises one student teacher, and advises all PETE candidates. This may limit candidates’ exposure to a variety of theory. • The part time retired faculty teaches Kinesiology and supervises two student teachers. Adjuncts teach other PED courses. • Interviews with teacher candidates have revealed that some have been forced to extend their education at CSC because candidates have been denied access to required courses that are full, and because required PETE courses can’t be offered as frequently as needed. • The Department Chair is preparing a 	AS

		<p>proposal to address these issues. He is proposing that CSC hire one faculty member to teach and support PETE program needs. They conducted an unsuccessful search last year, and is searching again this year.</p> <p>Special Education:</p> <ul style="list-style-type: none"> • The Special Education and Consulting Teacher graduate programs are currently staffed and managed by two full-time faculty members. They expressed the need for at least one more full time faculty member (ideally two) because they both teach and advise large numbers of both graduate and undergraduate candidates, score portfolios, manage independent study students and co-teach the Inquiry I class to first-year education students. The team concurs that the workload for special education faculty is such that candidates are not assured of quality experiences to meet the endorsement requirements. • The special education faculty also spoke of the need for more resources with which to teach, stating that they needed more up-to-date materials for candidates to work with prior to their student teaching and subsequent employment. <p>Woodruff:</p> <ul style="list-style-type: none"> • The internship supervisor and mentors are paid at or above the usual rates for field supervisors. • The president and deans both offered complete support for this program. 	
6.04	The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and preK-12 schools to maintain high-quality educator programs at all levels.	<ul style="list-style-type: none"> • The Dean of Education reported that the Teacher Education Advisory Committee (TEAC) is a forum for education faculty to meet with faculty from Pre-K-12 schools. • The institution hosts a brunch to bring the groups together. The chair of the undergraduate program indicated that these meetings were well attended by area schools and happen once per semester. 	AS

		<p>Music Education:</p> <ul style="list-style-type: none"> • The IP indicates that teacher educators and liberal arts faculty have been able to collaborate with each other through the Faculty Assembly Teacher Education Committee. • The music program collaborated with the physical education program on the creation of its handbook. It is not clear how the institution fosters this kind of work on a consistent basis. <p>Physical Education:</p> <ul style="list-style-type: none"> • The PETE program coordinator establishes and maintains a network of K-12 schools for field experiences based on the needs of the program while performing all her other duties. It is not clear how the institution supports her in this work. <p>Special Education:</p> <ul style="list-style-type: none"> • Candidates have advisors who provide regular supervision of candidates in the field. <p>Woodruff:</p> <ul style="list-style-type: none"> • Resources exist to support collaboration among mentors and the director and supervisor. • The supervisor provides a link with the schools. 	
6.05	The institution's resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.	<ul style="list-style-type: none"> • Castleton's contract allows for sabbatical leave and faculty development projects. Advanced study grants are available for proposals made for research including study and related travel, improvement of teaching, and creative work in literature or the arts. • A member of the special education department reported that he presently was supervising three candidates in the field, was advisor to 60 students, and would be teaching two sessions of Inquiry I (a highly intensive and time consuming under graduate course), in addition to his graduate course responsibilities. The Team notes that such workload may hinder the faculty's ability to actively engage in scholarship, 	AS

		<p>service, and preK-12 collaboration.</p> <ul style="list-style-type: none"> The PETE Program Coordinator's workload (addressed in 6.04) is not sustainable although the Program Coordinator is given a stipend for her teaching/advising overload. The department chair is preparing to address the issue by continuing its search for an additional PETE faculty. 	
6.06	The institution provides resources to assure that technologies in instruction and for administration are current and accessible.	<ul style="list-style-type: none"> CSC faculty has many technology resources available. Members of the education staff interviewed were excited to utilize new technology tools. They report having access to training and tech support from media services and the IT desk. IT support is available through e-mail or phone Monday through Friday during the work day. 	MS
6.07	The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.	<ul style="list-style-type: none"> It appears that resources are typically available when faculty are making the requests. Physical education faculty indicate, and the team supports, a need for additional faculty to support the growing program. The music department faculty indicate, and the team supports, that there is a space shortage (for rehearsal, storage, and performance room) for the growing program. The format of the Five-Year Plan makes it difficult to assess this indicator. 	AS

Commendations	<ol style="list-style-type: none"> Technology for faculty and administration is readily available. Faculty feel supported. The Woodruff Institute is being well-supported by the institution.
Concerns	<ol style="list-style-type: none"> The lack of coordination across programs does not clearly assure a route for programs to plan, deliver, maintain, and improve quality educator programs. Physical education faculty resources are a challenge. The workload policies for special education faculty across the institution are not clear.
Considerations for Further Program Development	<ul style="list-style-type: none"> Consider completing a study of use of special education faculty work load across programs to determine where their expertise may be best utilized.

STANDARD VII: Institutional and Program Renewal

To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

Overall Rating: *Emergent*

	Indicator	Findings	Rating
7.01	The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.	<ul style="list-style-type: none"> Although the music and physical education programs are continually improving their programs and Woodruff self-assesses constantly and eloquently, the institution and programs show no evidence of engaging in ongoing self-assessment in relation to any of the ROPA standards. The special education program has been using old syllabi and could only provide minimal evidence of their work evaluating its program over the last several years. The Education Dean reports that they have not begun to work on the special education program. The music and physical education programs can serve as models for program renewal. 	E
7.02	Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	<ul style="list-style-type: none"> While the programs are clearly self-reflective and invested in self-renewal the individual music, special education, and physical education IP's did not provide analysis on this indicator. The Team was not provided with evidence of growth on the previous 5-year plan. The Woodruff Institute's IP briefly addressed previous ROPA evaluations on page 35. Here the IP author listed responses to several concerns including the criteria for selecting the Castleton supervisor and the on-site supervisor. 	E
7.03	Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has	<ul style="list-style-type: none"> Separate Five-Year Plans were developed for each program addressed in the IP's. The Five-Year Plans were then combined but did not reference improvement in relation to ROPA standards. The combined Five-Year Plan lacked depth and action steps and did not include 	E

	support across the institution.	<p>components as indicated in the ROPA manual.</p> <ul style="list-style-type: none"> • While areas of need were identified, there are no annual long-term goals or identified evidence that will be reviewed to demonstrate growth. • The music and physical education programs completed comprehensive self-studies. • The Woodruff Institute completed a self-study, but its 5 year plan does not incorporate some findings of the self-study. Its focus instead was on program growth. 	
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Commendations	<ol style="list-style-type: none"> 1. PE and music have engaged in a successful process of program renewal
Concerns	<ol style="list-style-type: none"> 1. The institution has not identified goals or action steps to help drive its Five-Year Plan nor has it identified expected outcomes. 2. There is no evidence of a system to measure programmatic changes once they have been instituted. 3. There is no system to collect data and measure progress related to ROPA standards and concerns of ROPA Review Teams.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider establishing annual “retreats” for education faculty to review data for program improvement.

**Rejoinder (February 26, 2010) to
ROPA Report of the Full Program Review Team
Visiting Castleton State College, on November 1-3, 2009**

Stipulations	Response
In a Two-Year Report, document that the post-baccalaureate special education program is viable and that there is a system in place to assure that candidates are meeting the knowledge, skills and dispositions requirements of the endorsement.	Education faculty and the Dean will document that the post-baccalaureate special education program is viable and a system will be put in place to assure that candidates are meeting the knowledge, skills and dispositions requirements of the endorsement.
In a Two-Year Report, document that the graduate special education program is viable and that there is a system in place to assure that candidates are meeting the knowledge, skills and dispositions requirements of the endorsement.	Education faculty and the Dean will document that the graduate special education program is viable. It is expected that significant changes will be made. A system will be put in place to assure that candidates are meeting the knowledge, skills and dispositions requirements of the endorsement.
In a One-Year Report, document a system to collect data and measure progress addressing concerns of ROPA Review Teams as part of the creation of a comprehensive system for engaging in ongoing self- assessment in relation to each of the ROPA standards.	A system will be put in place to collect data and measure progress addressing concerns of ROPA Review Teams as part of the creation of a comprehensive system for engaging in ongoing self- assessment in relation to each of the ROPA standards.

STANDARD I: Standards-Based Preparation

Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching

Concerns	Response
There is limited evidence that the Grade Expectations (GE's) are used in the graduate special education programs.	Additional evidence will be included in course syllabi and in a student handbook that grade expectations are used in the graduate special education programs.
There is no system to document that candidates seeking an additional endorsement in special education or consulting teacher meet the endorsement requirements. For example, there is no evidence of candidates' development of IEP's, 3-year evaluations, transition plans, or other such essential skills	Evidence of candidates' development of IEP's, 3-year evaluations, transition plans, or other such essential skills will be saved in an electronic portfolio.
There is an inconsistent system for continual assessment of candidates' knowledge, skills, dispositions and performances in the post-baccalaureate and graduate special education programs.	A system exists for continual assessment of candidates' knowledge, skills, dispositions and performances in the post-baccalaureate program. That system will be carried into and through the graduate education courses that students must take for a special education endorsement.
The complete music endorsement requires candidates to address the pre-K. There is no evidence of specific coursework to assure that candidates are prepared to address this level.	Methods for Pre-K music pedagogy will be included in coursework
The Woodruff program does not formally document their candidates' meeting of the ISLLC standards.	The Woodruff Program will look for a way to formally document that the candidates meet the ISLLC standards
There is limited evidence across programs that candidates have knowledge of meeting the needs of English Language Learners or the skills to apply this knowledge.	A workshop for ELL will be made available for education students.

STANDARD II: Collaboration with Pre-K-12 Schools

The program and its PreK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, PreK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

Concerns	Response
There is limited evidence that special education candidates seeking an additional endorsement complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge.	Special Education faculty are cognizant of the importance of purposeful and developmentally sequenced field experiences that allow students to learn to integrate content, pedagogical knowledge, and a full range of professional and general knowledge. Such concerns need to be made more explicit in course syllabi and in a handbook
There are not clear outcomes for special education field experiences.	Clear outcomes for field experiences exist, and need to be specified in syllabi.
There is no evidence of a formal system to design, implement and evaluate field experiences to ensure high-quality learning for candidates in special education.	The Special Education faculty will formalize a system to design, implement and evaluate field experiences to ensure high-quality learning for candidates in special education.
There is no consistent system to design, implement and evaluate field experiences to ensure high-quality learning for Woodruff candidates.	Candidates for the WI often continue in positions in the field. On the basis of these unique realities, Harry Chaucer and John Stempek, together with the candidate, design, implement and evaluate field experiences through the MAP internship to ensure high-quality learning for Woodruff candidates.
There is no candidate handbook in the post baccalaureate/ graduate special education programs.	Harry Chaucer and the Special Education faculty will put together candidate handbooks in the post baccalaureate/ graduate special education programs

STANDARD III: System of Assessment

The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure meet the standards of performance for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching

Concerns	Response
The special education program provides limited formal assessment of candidate skills to support their individual growth.	The Special Education faculty are discussing how to extend the use of formal assessment of candidate skills to support individual growth.
There are no clear exit requirements for special education candidates seeking an additional endorsement	The Special Education faculty are discussing explicit exit requirements for special education candidates seeking an additional endorsement.
A portfolio evaluation system has not been formalized for the physical, music, and special education programs.	The Dean of Education will work with faculty to implement a portfolio evaluation system for the physical, music and special education programs
There is no handbook for special education candidates	The Special Education faculty will put together a handbook for special education candidates.
There is not a clear system to assure inter-rater reliability among faculty in assessing candidate portfolios in music, PETE, and special education.	A clear system to assure inter-rater reliability among faculty in assessing candidate portfolios in music, PETE, and special education will be implemented.
Music program faculty were unaware of the new portfolio and were not using existing state rubrics appropriately	At the time of ROPA's visit, two of the three full time members of the Music Department had only been at the college, in fact had only been in Vermont, for a little more than a year. Glenn Giles, chair of the department had only been in his position for a little more than two years. Vast academic reorganization was underway in the Music Department throughout that period. For one year, no one from the Music Department was even able to find the time to attend meetings of the Faculty Assembly Committee for Teacher Education, despite repeated invitations and urging from the other members. Moving forward, Glenn Giles and Vicki Madsen

Concerns	Response
	will be using the new portfolio as is every other program at the college.
There is no system for documenting and tracking data in special education program.	We are not clear what data is referenced in this concern
The programs do not have a formal system for consistently surveying their graduates and their employers.	Colleen Klatt is implementing a formal system for consistently surveying their graduates and their employers. All graduates and their employers will be surveyed. An additional system for determining whether we are adequately preparing our pre-service teachers might evolve from our plans to implement an induction period for in-service teachers newly graduated from our program.

STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

Concerns	Response
There was limited evidence of use of data to assure that special education candidates recommended for an additional endorsement are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators.	The reference to “beginning educators” is confusing. Is ROPA concerned about recommendation for initial licensure or recommendation for the special education endorsement?
There was only one portfolio (unevaluated) in special education.	Expectations with regard to special education portfolios appear to have changed, or at least our understanding of what is expected has changed, over the past five years.
There is limited evidence that data is collected and used to improve candidates’ knowledge, skills, and disposition in special education	Special Education faculty are discussing how to collect data and use it to improve candidates’ knowledge, skills, and disposition in special education
There is no evidence of an institutional focus on the collection of data to drive program change. The data that is collected is largely anecdotal in nature.	Based on evidence from course, as well as field, work over the past five years, significant changes were made in the music and physical education programs. Changes have also been made in the Woodruff Institute. All of our programs, with the exception of special education have demonstrably evolved in response to concerns arising from student performance in courses and in the field.

STANDARD V: Commitment to Diversity⁴

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity on our world. The program assures that candidates have the knowledge, skills, and disposition to address issues of diversity in the context of teaching and learning.

Overall Rating: approaching standard

Concerns	Response
There is limited evidence that there is a plan for the institution to recruit, hire, support, and retain faculty from diverse backgrounds.	Castleton State College recruits and hires the most qualified candidates that can be found for faculty positions. The college conducts programs to support and retain all of its faculty, especially those from diverse backgrounds.
The programs do not ensure that candidates across programs understand the conditions which may lead to discrimination and how to take proactive steps to address discrimination.	Faculty and the Dean of Education will talk about how to ensure that candidates across programs understand the conditions which may lead to discrimination and how to take proactive steps to address discrimination. One step that can be taken is to ask Professor Terry Bergen in the Psychology Department who teaches a course that includes a service learning project aimed at reducing bullying will be asked to speak to our education students.
Candidates are not assured knowledge of the application of skills related to diversity beyond those applicable to socio-economic and students with special needs.	Faculty and Dean of Education will continue to talk about ways to assure that candidates acquire knowledge of the application of skills related to diversity beyond those applicable to socio-economic and students with special needs. Our undergraduate program brings students up to Burlington schools with significant diversity. With the advent of the opportunity for a two or three week experience, the Education Department is considering a field trip for our students to an urban setting.
The needs of English Language Learners are addressed minimally across programs.	A workshop can be offered in addressing the needs of English Language Learners across programs

STANDARD VI: Resources

The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont's ROPA Standards.

Overall Rating: *Approaching Standard*

Concerns	Response
The lack of coordination across programs does clearly assure a route for programs to plan, deliver, maintain, and improve quality educator programs.	During the past 5 years, considerable energy was expended in the Physical Education and Music Departments to make those programs stand alone. The coordination should be assured by the Faculty Assembly Committee on Teacher Education and by the creation of the position of Dean of Education. While loathe to burden faculty with additional meetings, the Dean of Education will look to meet on a regular basis with each of the coordinators for each of the Education Programs.
Physical education faculty resources are a challenge.	Aware of the challenge presented by a popular, rapidly growing physical education program for K-12 teachers, the administration authorized an additional position for a full time faculty member to work with Lisa Pleban. That position went unfilled last year because of the lack of a suitable candidate. The search is currently underway once again.
The workload policies for special education faculty across the institution are not clear.	Workload policies for our faculty are actually very clearly spelled out in the faculty contract.

STANDARD VII: Institutional and Program Renewal

To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

Overall Rating: *Emergent*

Concerns	Response
The institution has not identified goals or action steps to help drive its Five-Year Plan nor has it identified expected outcomes.	The institution has not only identified goals and action steps to drive its plans for those Education Programs at Castleton State College, it has achieved a number of its goals, particularly with regard to the Music and Physical Education Programs.
There is no evidence of a system to measure programmatic changes once they have been instituted.	In their report, ROPA alludes to anecdotal evidence. In a college as small as ours, in a region of influence that is clearly defined, anecdotal evidence about whether our programmatic changes are effectual becomes quite useful.
There is no system to collect data and measure progress related to ROPA standards and concerns of ROPA Review Teams.	A system will be put in place to collect data and measure progress addressing concerns of ROPA Review Teams as part of the creation of a comprehensive system for engaging in ongoing self- assessment in relation to each of the ROPA standards.

FIVE YEAR PLAN (2010 through 2015)

Castleton State College

	Year one	Year two	Year three	Year four	Year five
All Programs	<p>Develop a system to collect data and measure progress addressing concerns of ROPA Review Teams as part of the creation of a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.</p> <p>Develop an institution-wide policy needed for facilitation of background checks of all teacher candidates. Work with Colleen Klatt to appropriately track graduates of the programs.</p> <p>Establish annual “retreats” for education faculty to review data for program improvement. We will implement that idea for the end of this semester.</p>	<p>Continue implementing a formal system for consistently surveying their graduates and their employers. All graduates and their employers will be surveyed. An additional system for determining whether we are adequately preparing our pre-service teachers might evolve from our plans to implement an induction period for in-service teachers newly graduated from our program</p> <p>Develop a workshop for ELL for Education students</p> <p>Consider ROPA’s suggestion that we consider using Skype or an alternative to view a lesson being taught and then have a 3- way conversation between candidate, mentor, and advisor across programs.</p>	<p>All faculty involved in education programs will continue to work on portfolio development and assessment.</p> <p>Different programs are at different stages with regard to the portfolio process. As the Music Department moves to the new, they will be encouraged to move to an electronic format and to introduce the portfolio earlier in a student’s program. For both the music and physical education programs, students will be encouraged to incorporate more samples and analysis of their work (K-12) into the portfolios. Woodruff candidates to convert existing portfolios to pdf format or adopting another electronic format.</p>	<p>Continue to consult with the director of career services about the possibility of improved resources for teacher candidates to help facilitate job search and hiring processes.</p>	<p>Continue to look for resources to expand field experiences beyond our limited geographic region, so students can learn about teaching diverse cultures.</p>

	Year one	Year two	Year three	Year four	Year five
Physical Education	Hire a second PED pedagogy specialist and hire additional part time PETE faculty to supervise field experiences. Continue to recruit new mentors.	Continue to align program content with teaching standards. Train all faculty (including adjuncts) in the use of Vermont teacher standards and the e-portfolio process. Develop health education curriculum	Continue to monitor whether requirements for advancement into 3000 level courses ensure that students unlikely to qualify for student teaching and licensure are counseled into the non-licensure track	Complete development of a standard format for PETE content-based course syllabi. Continue to offer portfolio training. Look for ways to credit portfolio as part of the faculty workload	
Music	<p>Methods for Pre-K music pedagogy will be included in coursework</p> <p>Integrate the theory, sight reading/singing and class piano courses, which have existed independently in the past. The plan in the future will have instructors working together to coordinate and support similar course concepts across the three courses.</p> <p>Train Music Education faculty (including adjunct faculty) in the use of Vermont teacher standards and the e-portfolio process, in order to improve teaching, student learning, and assessment of student outcomes.</p>	<p>Music faculty will update instruction in software that teachers in the public schools are using for curriculum development and mapping. This would help music teachers more quickly integrate into the mainstream of teaching techniques and resources, especially when it comes to curriculum mapping.</p> <p>Plan tours for musical groups that include diversity of student body as criterion for choosing performance venues. Ensure students have the opportunity to discuss ways in which Music teachers in these schools celebrate diversity, particularly with regard to music and performance.</p>	<p>Re-establish a preschool lab music school. Previously, this classroom on the campus provided opportunities for our students to work intensively with students with special needs.</p> <p>The newly organized Marching Band, the only in the state has significant potential to attract diverse students to our College. Continue to look for other strategies to both familiarize our students with diversity and to recruit diverse students to our college.</p>	Continue working on building strong relationships with area school music program by holding workshops, festivals, and marching band day.	Continue to increase the number of music majors, including music education. The recruitment necessary for overall enrollment increases will also concentrate on balancing the instrumental program. Ultimately we are looking to form a semi-professional chamber orchestra, another opportunity for our music education majors.

	Year one	Year two	Year three	Year four	Year five
Woodruff Institute	<p>Continue work begun last month to effect changes in the Special Education Director's endorsement courses that will make the program more attractive and relevant.</p> <p>Find a way to document that the candidates meet the ISLLC standards, with the cohort starting in the summer.</p>	<p>Create mid-term and final evaluations that list all standards and require scoring. The existing self evaluation list might be used for this and then serve as evidence to be placed on file.</p> <p>Harry Chaucer and the Education Dean are considering on-line options and delivery systems that incorporate technology for the Woodruff cohort that starts in 2012.</p>	Continue initiatives from years one and two	Continue initiatives from years one and two	Continue initiatives from years one and two
Graduate Special Education	<p>All of the special education course syllabi will be rewritten in a format similar to that used for EDU 6331 and EDU 5150 to better reflect course objectives and measurable outcomes.</p> <p>Special education faculty will develop an exit process and checklist to chart and track a special education candidate's skills</p> <p>Special education faculty will develop a special education portfolio process similar to that used by level</p>	Look into the possibility of a different delivery system for the Master's Degree in Special Education that is more attractive to candidates.	Continue initiatives from years one and two	Continue initiatives from years one and two	Continue initiatives from years one and two

	Year one	Year two	Year three	Year four	Year five
	<p>I students to document work in essential skill areas.</p> <p>Special education faculty will put together a hand spelling out candidate and mentor teacher's roles and responsibilities, program and endorsement requirements, and other pertinent policies or procedures.</p> <p>Harry Chaucer and the Special Education faculty will put together candidate handbooks in the post baccalaureate/ graduate special education programs</p> <p>Per a ROPA suggestion, an electronic portfolio system will be instituted so that special education faculty keeping records of special education candidates' progress on portfolios and the program's assessment of this work.</p>				